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AUTHOR Ridout, Susan Ramp
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ABSTRACT

This paper presents an outline for a three-part workshop for parents who want to help their children become better readers. The paper provides lists of materials, the overheads, and the handouts for each of the three parts of the workshop. The parts of the workshop described in the paper discuss: (1) word recognition and questioning strategies; (2) strategies any parent can use to promote comprehension, including the use of television and the SQ3R method; and (3) specific ideas to help children with reading. A list of home reading activities, a list of brochures available from the International Reading Association, two poems, and correspondence relating to the workshop sessions are attached. (RS)

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ED 363 858

How to Help Your Child Become a Better Reader

OUTLINE FOR A SERIES OF PARENTING WORKSHOPS

by

Susan Ramp Ridout, Ph.D.

Indiana University Southeast

1993

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Session I

Materials

1. Overhead Projector

2. Overheads

   Cartoon (Of your choice)

   Word Recognition

   Questions

3. Dot and Meg pre-primer:
   McKee, Paul. A Primer for Parents. (Revised Edition),
   Houghton Mifflin Company, 1971.

   (Or other simulation)

4. Dolch List

5. Questionnaire

   Create a questionnaire that serves your needs. Be sure to include these questions:

   Why you are attending these sessions?

   What do you want from these workshops?

6. Gift Book: Mike Thaler's, Teacher from the Black Lagoon

   (New York: Scholastic, Inc.) 1989.

- Hello
- Glad to see you here. I commend you for your interest in your child's reading.
- Introduce self.
- We'll have 3 sessions together in which we'll cover two main areas.

    1. What's involved in reading

        (This will enable you to support your child's teacher/

        follow through/know the lingo)

    2. Things you can do to help your child become a better reader.

        (Learn about developing good questions/activities/strategies)

First, I must ask you to complete a questionnaire. These are anonymous; statistics will be computed. This will help me decide what you would like to have included in these workshops and help me document responses for the university. Any items you wish to skip, you may. No one must complete a questionnaire, but I would appreciate your help.

(Assign numbers to parents to keep their responses anonymous.)

Let's find our what it is like to be a beginning reader by using a parental primer. (This Booklet is written in an altered alphabet to allow parents to see how difficult beginning reading is.) You may wish to create your own simulated activity.

Ask: How did you sound as you read the story? (Frustrated) Did my saying: "Hurry," or "I've already told you that word," do any good? (No)

How did you feel when:
- Your neighbor was faster?
- You had to look back?

(Do we discourage this?)

Comments:

Reading is hard - We are helped by good language background which we get by having a variety of experiences and discussions.

As a parent remember to: 1) Discuss as you see things/have new experiences/watch T. V. 2) Read to your child and discuss what you are reading. 3) Stop/Reflect on what you have read. Use synonyms - as you have discussions.

(Provide examples of synonyms.)

Let's discuss what we mean by "Reading."

What is Reading? Two main things:

1. Recognizing Words
2. Comprehension (most important)

How do we get to be better readers?

1. Recognizing words
2. Getting meaning from text (comprehending)
3. Practicing reading

Practice

How can you get kids to practice?

Make reading inviting.

Show them you enjoy it - Model

Help them when it is hard.

Get fun things to read.

Use incentives. (This point can be debated.)

Word Recognition/Word Attack/Decoding

There are five approaches to word recognition. We need to use several approaches with each child.

1. Sight words -- Dolch

| Dolch Handout |
| overhead |

95% - 98% of what a 1st-3rd grader reads comes from this list of 220 words. How does one learn sight words? By repetition! (Provide personal story about the difficulty of sight words for some children.)

Games help with repetition.

Ex. Concentration | and | | and |

(Match sight words in Concentration/ Memory style.)

Board Games -- works on a few words at a time until each is mastered (Child must pronounce word on a card you have made before taking his/her turn in Candyland, Checkers, etc.)

2. Phonics - Sounds (Best for parents to stay away from this method unless they are experts.) Many words don't follow the rules.

Example of problem: The plane was _____ the clouds.
above

(Phonics rules would dictate you pronounce the word "above" as a short a (as in apple) and bove (long o as in open).

If, as a parent, you want to help your child with phonics, get help from the teacher. Identify key words to ensure proper pronunciation of vowel sounds. (Short sounds: a = apple, e = elephant, i = igloo, o = octopus, u = umbrella)

3. Structural Analysis - Look for familiar parts

Syllables

Roots (bases)

Suffixes, etc.

Place finger over prefixes and suffixes because they make words look harder than they are.

Word families help with structural analysis (use rhymes and poems.)

4. Context - Best Method. Read past the word that is unknown.

Predict what the word might be.

Ask: What makes sense? This approach helps comprehension.

The man put the _____ on head.

What makes sense? If it starts with c -- probably the word is cap.

Remember to allow children to discuss, discuss, discuss. Children can use context clues if their language development is appropriate.

5. Dictionary - Caution ! Many dictionaries are too hard for children.

Suggestion: Use the dictionary together.

Comprehension

Getting meaning from print.

How does a reader get meaning? A big help is to know vocabulary words and to have had many experiences and discussions. Example: What do you think of when I say say "terminal?" (List definitions) Your thoughts will be based on your experiences. If you have recently flown or taken a bus ride, your thoughts may be very different than a computer worker's or a Hospice worker's views. Children need to know multiple meanings of words to avoid confusion and aid comprehension.

Examples:

Veterinarian - With experiences, we know what the word means. If a child has a pet or has read a great deal about a pet, s/he will know what a veterinarian is and what s/he does.

Airport - If he/she has been to an airport, he/she will understand the terms steward, terminal, etc.

Through books we gain experiences.

What can parents do to promote comprehension? So many things.

Today we'll work on asking appropriate questions about reading assignments.

Comprehension (continued)

Overhead with levels

Discuss levels of Questioning

Give a verbal example of levels of questioning.

Example: Drugs

John: Hey Mike, I have some angel dust. It will make you fly high.

Got some cash?

Mike: No thanks, I'm not interested, John.

John: Oh, everyone your age is using it. It's cool, it's hep, get with the

program. Don't be so square.

Example Questions:

Literal — What is John selling?

(Reading the lines) — What is the other boy's name?

Interpretive — What does, "Don't be square" mean?

(Reading between the lines) - How about, "Get with the program?" or "Fly high?" (Really fly?)

Does John usually sell?

Are these boys good friends?

Critical - Is everyone really using angel dust?

(Reading beyond the lines) - What can drugs do to your body?

What are the consequences of using drugs?

By asking good questions you are teaching children to think.

Using Mary Had A Little Lamb, develop questions on the 3 levels of comprehension.

3 levels

(Remember - some will overlap)

Literal - What animal is Mary's pet? (lamb)

Where did it follow her? (school)

Interpretive - Did Mary mind the lamb following her?

Did the children mind? (It made the children laugh and play)

Critical - What could Mary have done to keep the lamb from following her?

(Asked someone to watch it, put it in a cage, etc.

Was it a fair rule not to have pets at school?

(Judging/evaluating) Should lambs be allowed at school?

Could they be an asset?

What else could Mary have done? (A new outcome is created.)

Reminder - Share the joy/fun of reading together.

Read Teacher from the Black Lagoon by Mike Thaler. (Presenter reads to parents)

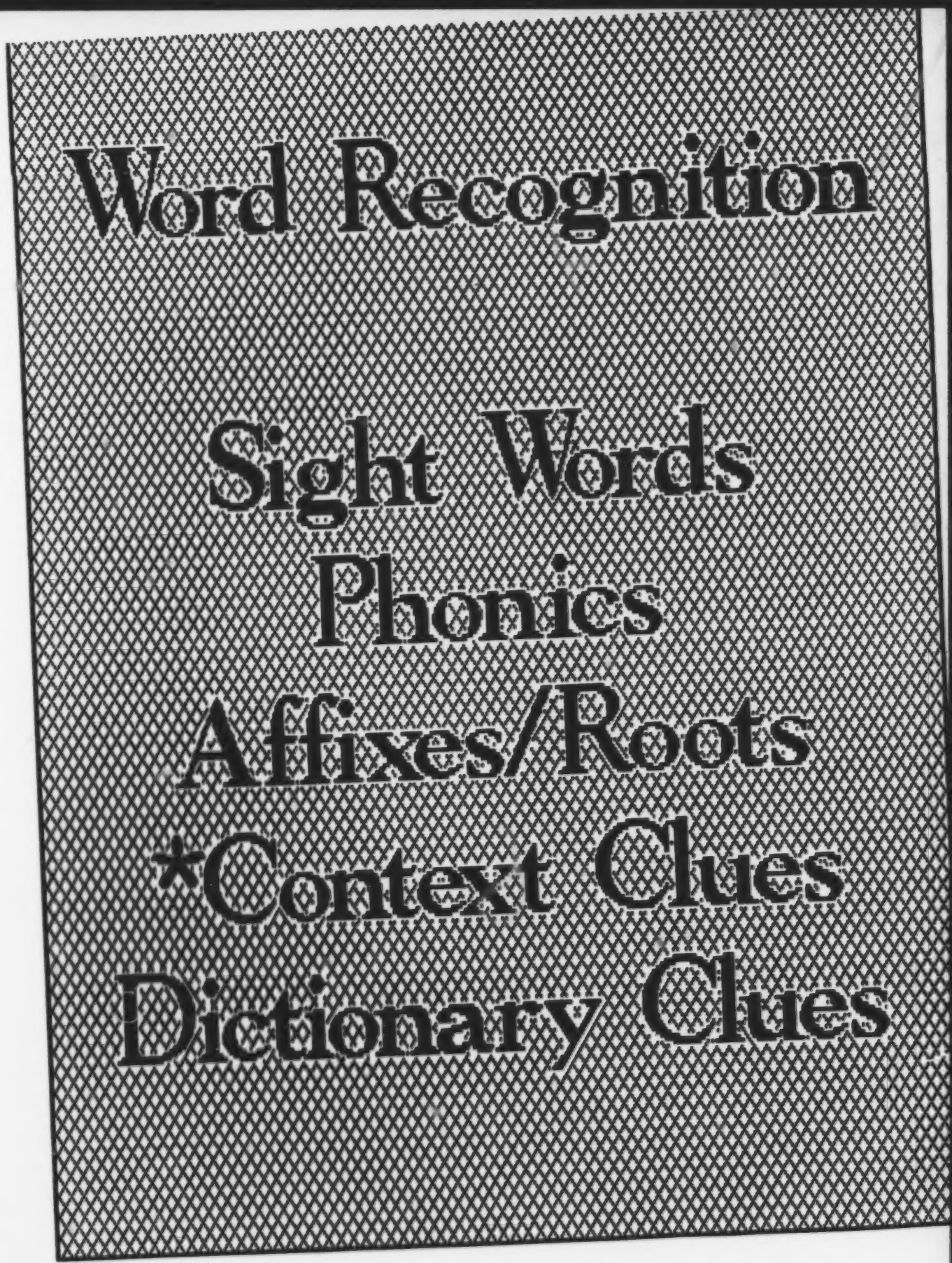
(Model the joys of oral reading.)

Reminder - Read with child. Let child read to you.

Thank parents for coming.

Remind parents of next meeting.

OVERHEADS


Word Recognition
Sight Words
Phonics
Affixes/Roots
*Context Clues
Dictionary Clues

Questions

Literal

Interpretive

Critical

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HANDOUTS

DOLCH BASIC WORD LIST

Pre-Primer

a
and
away
big
blue
can
come
down
find
for
funny
go
help
here
I
in
is
it
jump
little
look
make
me
my
not
one
play
red
run
said
see
the
three
to
two
up
we
where
yellow
you

Primer

all
am
are
at
ate
be
black
brown
but
came
did
do
eat
four
get
good
have
he
into
like
must
no
now
on
our
out
please
pretty
ran
ride
saw
say
she
so
soon
that
there
they
this
too
under
want
was
well
went
what
white
who
will
with
yes

First Grade

after
again
an
any
as
ask
by
could
every
fly
from
give
going
had
has
her
him
his
how
just
know
let
live
may
of
old
once
open
over
put
round
some
stop
take
thank
them
then
think
walk
were
when

Second Grade

always
around
because
been
before
best
both
buy
call
cold
does
don't
fast
first
five
found
gave
goes
green
its
made
many
off
or
pull
read
right
sing
sit
sleep
tell
their
these
those
upon
us
use
very
wash
which
why
wish
work
would
write
your

Third Grade

about
better
bring
carry
clean
cut
done
draw
drink
eight
fall
far
full
got
grow
hold
hot
hurt
if
keep
kind
laugh
light
long
much
myself
never
only
own
pick
seven
shall
show
six
small
start
ten
today
together
try
warm

SESSION II

Materials

1. Overhead projector
2. Overheads

   Strategies

   SQ3R

   Brainteasers
3. SQ3R handout
4. Television handout
5. Gift Book: Poetry Collection by Jack Prelutsky, It's Halloween.

Session II - Outline 1 1/4 hours

Welcome

Tonight's topics: T.V. and several strategies that any parent can use to promote comprehension--including the use of the T.V.

First, let's review briefly. When I say Reading, what two major areas do you think of?

Word Recognition

Would anyone give me the ways kids recognize words?

Sight)
Phonics)
Context) Combination of ways is good, depending on the
Structural Analysis) word and context.
Dictionary Use)

Comprehension

What are the 3 levels?

Literal) Use a cartoon or poem to
Interpretive) see if parents retained their
Critical) ability to create questions.

(Congratulate parents for fine job.)

Now - Strategies

1. Predicting

Predict what the book will be about by using the title; this often calls to mind many of the vocabulary words that may be coming in the story. Throughout the story, predicting as your child reads keeps his/her mind on the material. He/she will confirm or reject the preditions (either way the mind is not wandering).

The family can vote on T.V. show outcomes. Use the T.V. to predict what will happen next. Personal Story: My child (2 1/2) is constantly saying as we read, "Let's see what happens."

2. Have child ask - Does this make sense? What is happening?

   The parent must ask this question at first. But gradually, get your child to self monitor.

3. Improve Experiences - This will help your child do a better job of predicting. Discuss where you

   are, what you are reading, what you are watching on T. V.

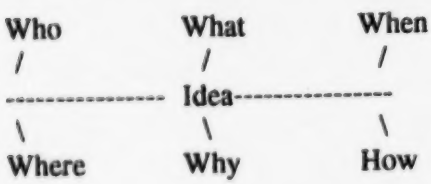
   Synonym pool grows through experiences. Why does this work?

   Schema Theory (explain).

   Ex. - Say "Christmas" - Have parents call out words related to Christmas. Discuss their background knowledge of "Christmas."

4. Think Aloud (Think out loud, reflect on ideas, reread.) Provide example by reading and thinking aloud.

5. Herringbone Technique (Social Studies)



Vary

Have child answer these questions about events/ideas.

Help, this is hard.

6. Word of the week. Select a word each week to define and use all week. (Keep using after the week.)

7. Brain Teasers/Riddles/Books that require some manipulation of what is there.

8. Use predictable books/poems (The child is learning a pattern so prediction is easier.)

OVERHEADS

STRATEGIES TO AID COMPREHENSION

Make predictions about what will happen next in the story

Ask, "What makes sense?" as you're reading

Use the "Think Aloud" strategy

Ask the W/H Questions

Utilize SQ3R

Select a "Word-A-Week"

Enjoy Brain Teasers

Use Good Children's Literature

SQ3R

Survey
Question
Read
Recite
Review

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BRAIN TEASERS

bana na

once
lightly

T
O
W
N

BLACK
COAT

T
O
U
C
H

MAC

r/e/a/d

HANDOUTS

SQ3R

Survey:	Skim through the chapter to get the general gist of both the organization and the content. Attend only to headings and subheadings, captions, graphics, and summaries.
Question:	Return to the start of the chapter. Taking one section at a time, turn the heading or subheading into a question. "How do people use magnets?" is the question to pose if the heading or subheading is "Use of Magnets." To keep the question in mind, write it.
Read:	Read the section to answer the question.
Recite:	Looking away from the book, recite the answer to yourself. If this is difficult or even impossible, reread the section, keeping the question in mind.
Review:	After using the above procedures with each section, review all the questions to see whether they can still be answered. If any cannot, reread the section that is causing problems.

Durkin, Dolores. Teaching Them to Read, (5th Ed.) Boston: Allyn and Bacon, 1989, p. 449.

TELEVISION

From: Trelease, Jim. The Read-Aloud Handbook. New York: Penguin, 1986.

1. Television is the direct opposite of learning.

2. For young children television is an antisocial experience, while reading is a social experience.

3. Television deprives the child of his most important learning tool: his questions.

4. Television interrupts the most important language lesson in a child's life: family conversation.

5. Television provides a language tool that is the direct opposite of what children find in the classroom.

6. Television presents material in a manner that is the direct opposite of classroom's.

7. Television is unable to portray the most intelligent act know to man: thinking.

8. Television encourages deceptive thinking.

9. Television, by vying for children's time and attention with a constant diet of unchallenging simplistic entertainment, stimulates antischool and antireading feeling among children.

10. Television has a negative effect on children's vital knowledge after age 10, according to the Schramm study of 6,000 school children.

11. Television stifles the imagination.

12. Television overpowers and desensitizes a child's sense of sympathy for suffering, while books heighten the reader's sense of sympathy.

13. Television is a passive activity and discourages creative play.

14. Television is psychologically addictive.

15. Television has been described by former First Lady Betty Ford as "the greatest babysitter of all time," but it also is reported to be the nation's second largest obstacle to family harmony.

16. Television's conception of childhood, rather than being progressive, is regressive--a throwback, in fact, to the Middle Ages.

SESSION III

MATERIALS

Overhead projector

Overheads
- Specific Ideas to Help Your Child with Reading
- Seven Simple Ways to Help your Child Become a Better Reader

Handouts
- Specific Ideas to Help Your Child with Reading
- Outstanding Children's Literature (Get a current list from your local public library)
- Seven Simple Ways to Help Your Child Become a Better Reader
- Home Reading Activities
- Free Reading Related Brochures
- Children Learn What They Live
- Others

Follow-Up Questionnaire

Create a questionnaire that helps you reflect on these sessions and plan for the next parent workshops. Find out if these sessions met their needs and ask them to identify other topics they would like to cover in future workshops.

Gift Books: Variety of books at various grade levels.

Session III - Outline 1 1/4 hours

Welcome: This is our last session. Our topic will be primarily things you can do that will help your child with reading.

1. Label things around the house. (Print for young children)
2. Make lists

   (Sit so your child sees writing from top to bottom, not upside down.)
3. Share your reading (newspaper articles can be short and interesting bits of material).
4. Keep Word Banks (Collection of words written on strips of paper)

   These can be sight words/frequently met words/words of interest to your child.

   Play games with words

   Use word cards - Personal Story: A child in my class had difficulty with his times tables. So...his mother made cards to place all over his mirror. To see himself in the morning, he had to answer the cards before he could remove them from the mirror.

   As a teacher, I was impressed by this child's mother's willingness to reinforce school activities. Try this with words. Then ask your child to use the words in his/her speech or written work.
5. Get excited about children's magazines. Ask Librarians for appropriate ones. Read them together.

6. Discuss punctuation.

   Example: He, too, was there.

   Punctuation helps the text make sense.

7. Tape record your child's reading.

   Tape a "cold" reading. Practice and tape the selection again.

   Your child will recognize his/her gains.

8. Use wordless picture books. These help with comprehension and vocabulary.

9. Use the T.V. to expand vocabulary and experiences. Have your child describe things and predict what will happen.

10. Play purchased board games. Bolderdash/Password/Boggle are good. (These are great birthday and Christmas presents.)

11. Play "I spy." Describe items using well chosen adjectives. (Colors first then more advanced adjectives.) Example: I spy something spicey. (This can help your child learn the meaning of spicey or other new words; be willing to explain/discuss the words.)

12. Use pictures to develop vocabulary knowledge. (Example: This is a picturesque location.) Describe to child. Have child describe to you. (Play "I spy" with pictures.)

13. Record stories/letters for your child. Use Language Experience. Have an experience and then have your child dictate a story to you about the experience. You are using the child's words so he understands the content. The story makes sense because he's describing something he has done.

Write so he can see. (Be on the same side of the table.)

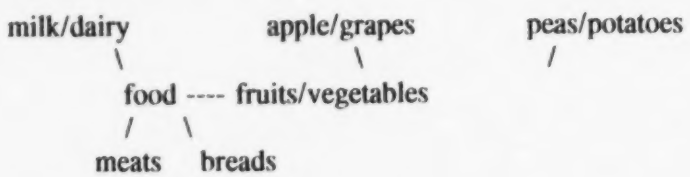
Sweep your hand from left to right under the text as you are reading the words back to him.

Help him read what he has dictated. Then allow him/her to read it.

(The words should become sight words. You or your child may want to add some of these to your child's word bank.)

14. Use webs to show relationships.

These are easier than outlines.



15. Use games/activities from magazines or handouts.

Discuss handout with activities.

Go over.

16. Get hooked on an author/series or a theme. (You may try to broaden your child's interests.)

Examples:

Curious George

Clifford

Berenstain Bears (tell a moral/teach a lesson)

Sesame Street

Encyclopedia Brown

Amelia Bedelia (literal understanding)

Pick a Path

Choose Your Own Adventure Series

Babysitter Club

Ramona/Bezus

Robert Munch

Mercer Mayer (mouse/spider pattern books)

Judy Blume

Themes - horses - mysteries - humorous - peotry

17. Read parenting materials. Ask a teacher for a copy of

News for Parents from International Reading Association.

This usually gives tips/new books, etc.

Yearly, The Reading Teacher gives the "Children's Choices"

of favorite books children have rated.

Discuss Handout: Seven Simple Things You Can Do to Help Your Child

Become a Better Reader.

Complete Questionnaire: (Read questionnaire to parents.)

Additional Handouts

Closing: Praise your/look for the good.

Let child see progress.

Share ideas

Drawing for door prizes

Select books

Thanks!

OVERHEADS

SPECIFIC IDEAS TO HELP YOUR CHILD WITH READING

1. Label things in your house
2. Make lists
3. Share your reading
4. Keep word banks
5. Subscribe to a children's magazine
6. Discuss punctuation (only as needed)
7. Tape record your child as he/she reads
8. "Read" wordless picture books
9. Utilize the television
10. Purchase educational games
11. Play "I Spy"
12. Use pictures for vocabulary development
13. Write stories as your child dictates them
14. Create webs/relationship drawings
15. Search for games/activities/ideas that promote reading
16. Get hooked on an author/series/theme
17. Read parenting materials

SEVEN SIMPLE WAYS TO HELP YOUR CHILD BECOME A BETTER READER

Susan Ramp Ridout, Ph.D.

1. Read to your child.
2. Let your child see you enjoying reading.
3. Visit the public library together.
4. Enjoy a scheduled family reading time. (Do not make this too long for younger children.)
5. Never punish your child by having him/her read.
6. Give books as gifts. (Books with tapes are good, too.)
7. Limit the amount of television your child may watch.

HANDOUTS

SPECIFIC IDEAS TO HELP YOUR CHILD WITH READING

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Home Reading Activities

Susan Ramp Ridout, Ph.D.

I. Pre-School/Beginning Reading

A. Vocabulary Development/Language Development

Read to your child everyday. Discuss any word he/she doesn't know. Give synonyms (words that mean the same, or nearly the same) for words.

Talk to your child as you're walking and driving. Name items, describe things, discuss likenesses and differences. Example: How is that field like the last one? How is it different?

Label objects around the house.

Play games that encourage your child to identify objects or colors.

"I Spy Something ..."

Choose any object in a room and identify its color. For example, "I spy something red." The child must guess what the object is. Your child may point to an item if he/she doesn't know its name. If he/she does this, name the object for your child. Not only will new vocabulary will be learned, but also the uses of such items may be discussed. Harder colors (maroon, magenta, rose, etc.) may be introduced to older children.

Grab Bag

Put various objects in a bag and have your child identify them by feeling inside. Encourage him/her to describe each object. For example, "It is rough and flat. It is long and thin . . . I think it is a nail file."

Work on basic sight vocabulary (beginning readers). Play games that require pronouncing words prior to taking a turn. Tic Tac Toe, Checkers, and most board games will work. (Use Dolch List or Fry Instant Words.)

Vary the way you describe something when speaking.

Example: "That is very large."
"That is huge."
"That is gigantic."

For young children it is best to describe concrete objects. (Things they can see and touch.)

Praise your child for trying to pronounce new and different words he/she has heard

B. Comprehension

Read to your child everyday.

Experience many different places, things, tastes, etc. Discuss the experiences as you're having them. Summarize what you have done after the experience is complete. You may wish to write about the experience. You'll be working on memory, sequencing, main idea, and writing. If concrete (real) experiences are not possible, experience things through books or T.V.

Predict what a story or T.V. show will be about. When over, discuss how your predictions were right or not.

Categorize items in magazines, (big things/little things, happy/sad things), or from the grocery (fruits/vegetables, things needing refrigeration/not needing refrigeration), or in the silverware drawer. Categorize your grocery list before going to the store. Remember to print when you choose to record things for younger children.

Give oral directions to complete tasks. Start out with only one or two directions and lead up to four or five. This works especially well when preparing a recipe or creating an art object.

II. Intermediate and Advanced Readers

A. Vocabulary Development

Play games like Password or Bolderdash. You can choose your own words (especially for younger readers) and create definitions.

Play "Word a Week." Choose one word to learn each week. Write it on a piece of paper and hang it on your refrigerator. Discuss its meaning. Try to use the word during dinner time. You may use this word in Password or other word games, too. Add a new word each week, but don't forget to continue using the previous weeks' words.

Discuss different words when watching television or reading the newspaper. When you don't know a word's meaning, use the dictionary. You will be modeling a good reading habit.

Play a synonym game. Say or write a sentence. Your child must create a new sentence using synonyms or near synonyms.

Example: "I enjoy eating cakes and pies."
"I love consuming desserts."

B. Comprehension

Borrow and read joke or riddle books from the library. This will improve inferential skills.

Predict what books will be about.

Encourage all family members to write down or state where they feel the storyline is headed on their favorite television shows. Give points for correct predictions.

Predict what news articles will be about by reading the headlines in the newspaper.

Cut headlines off of newspaper articles. Match headlines with the body of the story.

Use written instructions for food preparation or chores. This will help your child learn to follow directions and learn some basic organizational/sequencing skills.

Use a study system with your child. (See handout on SQ3R.)

Enjoy experiences together. Keep a diary of these experiences. Discuss, Discuss, Discuss. Remember: Through experiences, we are able to comprehend more.

RidoutD2: Read.Actv.

Ridout

These brochures may be purchased from the International Reading Association.

Single copies are free upon request by sending a #10 self-addressed, stamped envelope.

Eating Well Can Help Your Child Learn Better

Good Books Make Reading Fun for Your Child

Studying: A Key to Success...Ways Parents Can Help

Summer Reading is Important

*You Can Encourage Your Child to Read

You Can Help Your Child in Reading By Using the Newspaper

*You Can Use Television to Stimulate Your Child's Reading Habits

*Your Home Is Your Child's First School

*Also available in Spanish

Address: **International Reading Association**
800 Barksdale Road
P. O. Box 8139
Newark, Delaware 19714, USA

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism, he learns to condemn.

If a child lives with hostility, he learns to fight.

If a child lives with fear, he learns to be apprehensive.

If a child lives with pity, he learns to be sorry for himself.

If a child lives with jealousy, he learns to be guilty.

If a child lives with encouragement, he learns to be confident.

If a child lives with tolerance, he learns to be patient.

If a child lives with praise, he learns to be appreciative.

If a child lives with acceptance, he learns to love.

If a child lives with approval, he learns to like himself.

If a child lives with recognition, he learns to have a goal.

If a child lives with fairness, he learns what justice is.

If a child lives with honesty, he learns what truth is.

If a child lives with security, he learns to have faith in himself.

If a child lives with friendliness, he learns that a world is a nice place in which to live.

- Author Unknown

We are guilty of many errors and many faults but our worst crime is abandoning the children, neglecting the fountain of life.

Many of the things we need can wait.

The child cannot.

Right now is the time his bones are being formed, his blood is being made, and his senses are being developed.

To him we cannot answer "Tomorrow."

His name is "Today."

Cabriela Mistral
Nobel Prize winning poet from Chile

Correspondence Related to Parenting Sessions

Invitation/Consent Form

Thank you

First National Bank for book contributions

Principal at one of the workshop sites

Susan Ridout, Associate Professor of Education, will be offering a series of three workshops for parents who would like to know more about ways to help their children with reading. To enroll, you must agree to attend all three sessions. The dates will be: October 9, 16 and 23 at Grant Line School. The sessions will be from 7:00-8:15 p.m.

Enrollment will be limited so return the attached form soon to be included in the group.

I wish to enroll in the parental education workshops. I agree to attend all sessions.

_____
Name

_____ _____
Child's Name Age

November 5, 1990

Ms. Mary Meagher
Director of TAPE Program
1st National Bank
101 South Fifth Street
Louisville, KY 40202

Dear Mary T.,

I will be forever grateful for your friendly assistance in preparing and receiving the grant from 1st National Bank. I have just completed my three sessions at each school, and am quite pleased with the outcome.

I have not finished my statistical analysis of the data collected, but from an eyeball view of the pre and post workshop questionnaires, it appears the parents have made some real changes in their attitudes toward helping their child with reading and in their habits to encourage reading. According to their questionnaire responses, most of the parents who attended are now reading more to their child, having their child read more to them, and viewing less television as a result of attending the workshops. This information delights me.

Due to discounts and the number of participants, I was able to give each participant several pieces of children's literature which we discussed in our sessions. When asked about their use of the books, most (if not all) parents said they'd shared the books over and over with their child. First National Bank and you were publically acknowledged several times throughout the sessions.

As promised, I will send a more detailed follow-up report of the project. I just wanted to let your know right now how much I appreciate your help.

Please see the enclosed sheet with comments from some of the participants.

Sincerely,

Susan Ramp Ridout
Associate Professor of Education

SRR/gp

Enclosure

November 5, 1990

Mr. Leland Lang, Principal
Grant Line School
4811 Grant Line Road
New Albany, IN 47150

Dear Butch:

Thank you for allowing me the opportunity to present the parenting workshops at your school. From my quick "eyeball" view of the follow-up questionnaires, it appears that since attending these sessions almost all of the participants have started reading more to their child, listening more to their child read, and limiting the amount of television their child may view.

The parents were all quite appreciative of the books donated by 1st National Bank of Louisville, If anyone from your school wants to thank 1st National Bank, the address is:

Mary T. Meagher
Director of TAPE Program
1st National Bank
101 South Fifth Street
Louisville, KY 40202

Sincerely,

Susan Ridout

SR/gp